

First Year Writing Section 12

ENGL 1A

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/23/2023

Contact Information

Instructor:	Alesya Petty
Contact:	Message through Canvas (Alesya.Petty@sjsu.edu)
Office Location:	Conferences are on Zoom
Office Hours:	M 12:00-1:00 PM or By appointment via Zoom
Class Times:	In-person Tuesday/Thursday 3:00 -4:15 PM
Classroom:	BBC 122

Course Description and Requisites

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

* Classroom Protocols

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment

Success in ENGL 1A is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>)

Attendance, Participation, and Missed Classes. Come to class on time, every time and stay for the duration. No amount of solitary make-up work can replace missed collaboration in the classroom. If you miss a class for any reason, please hold yourself responsible to find out what you missed.

You have several resources you can draw on to find this out:

- Check Canvas to find out what work you missed,
- Contact classmates by sending a message through Canvas inbox the whole class or specific students,
- Ask a classmate ahead of time to make notes for you,
- Post your questions/comments to the anonymous student café (Discussion in the first module available for the duration of the course),
- Check announcements and messages for instructor updates,
- Message our embedded tutor or set up a quick appointment on zoom or go to drop in zoom hours to get missing information or clarify details. Peer Educator is available to answer questions and assist you with the course progression and assignments.

Remember that you are a part of a large learning community of your peers. The instructor is not responsible for catching you up on what you missed and is not the primary resource for finding out information about missed classes. Generally, instructors do not have the capacity and time to email summaries or repeat lessons for students who miss classes.

Instructor Office Hours. In college, there is an expectation that students will take responsibility for their own educational experience. If you need to discuss anything concerning your performance in the course, please message me through Canvas or email me to schedule an appointment on zoom.

Late Submissions. As a rule, deadlines must be honored and late work for major assignments is not accepted. In cases of emergency or sickness, extensions are given on a case-by-case basis with proper documentation (doctor's note, mechanic's bill, athletic commitment, etc.) and must be requested before the assignment deadline.

Weekly homework assignments must be submitted on time to receive full credit. Late homework can be submitted after the deadline without messaging the instructor with automatic 10% deduction per day. These policies are in place to establish a fair work ethics and to encourage students to stay on track while allowing some flexibility for all kinds of circumstances. Missing an

original due date is very cumbersome to everyone in the class, disruptive to our learning community and our sequenced approach to developing your writing.

Sharing Students' Work and Opinion. We will be sharing our work in classes and online, as part of a collective inquiry into reading and writing. Please, keep in mind that when talking about personal matters and selecting topics for projects, you can choose what you wish to share with your class community. Your work and your classmates' work represent models of various approaches to thinking and writing. Participating fully is beneficial not only to your writing and classroom community, but also to your overall grade. Consistent participation works in similar ways extra credit does in other classes.

Following Standards of Good Classroom Netiquette. Be courteous and respectful of your classmates who constitute a diverse learning community. Class dynamics are much enhanced when all members can participate in the same conversation. Please make the wise choice to stay on task in our sessions and ignore the urge to check your social media or engage in other distractions. You can bring a closed-top cup or water bottle to class, but please no snacking or eating as it interferes with learning.

Recording in our classroom and sharing of the contents of the Canvas course are not allowed and are protected by university policies.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

Course Goals

In this course, we will explore connections between various viewpoints on success, well-being, and mindfulness. We will learn how assumptions and expectations about college life represented in academia and pop culture make a difference in student experiences. We will also gain an understanding of self-awareness and mindfulness as tools for dealing with challenges, managing stress and building productive approaches to life-long learning. These themes will be incorporated in our weekly practices and major projects that help develop academic skills needed in all subject areas and majors.

Student Learning Objectives:

SLO 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

SLO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

SLO 3: Students shall write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

SLO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

Course Learning Outcomes (CLOs)

GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Materials

There are no formal textbooks required for this course. This course is part of the Affordable Learning Solutions program that was created to provide easy, direct access to inexpensive, accessible, and high-quality alternatives. All course readings and materials are available on Canvas, online, and through the MLK Library databases. Additional links to required readings will be posted within Canvas.

Course Requirements and Assignments

Major Assignments (by category)	Weight Towards Course Grade	Minimum Final Word Count	GELO
Personal Essay	20%	1000	1-5
Profile Essay	30%	1200	1-5
Reflections/Journals	10%	1000	1-5
Final Reflection Essay & Portfolio	20%	800	1-5
Homework/Participation	10%	2000	1-5
Drafts/Reviews/Presentations	10%	2000	1-5

Grading Information

Final grades for each semester are based on all the work that you produce in the semester.

All major assignments must be turned in to pass this class.

Please refer to the grade calculations below:

<i>Grade</i>	<i>Percentage</i>
<i>A+ plus</i>	<i>100%</i>
<i>A</i>	<i>97 to 99.99%</i>
<i>A- minus</i>	<i>94 to 96.99%</i>
<i>B+ plus</i>	<i>89 to 93.99 %</i>
<i>B</i>	<i>84 to 88.99%</i>
<i>B- minus</i>	<i>80 to 83.99%</i>
<i>C+ plus</i>	<i>76 to 79.99%</i>
<i>C</i>	<i>73 to 75.99%</i>
<i>C- minus</i>	<i>70 to 72.99%</i>
<i>D+ plus</i>	<i>66 to 69.99%</i>
<i>D</i>	<i>63 to 65.99%</i>
<i>D- minus</i>	<i>60 to 62.99%</i>
<i>F</i>	<i>59.99% and below</i>

100 A+	99-97 A	96-94 A-
93-89 B+	88-84 B	83-80 B-
79-76 C+	75-73 C	72-70 C-
69-67 D+	65-63 D	62-60 D-
59 and below F		

All assignments are submitted to turnitin.com for plagiarism screening. You must check your originality report for submitted assignments to make sure you are not plagiarizing.

The following are the criteria by which essays are evaluated in the writing courses:

- An “A” range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A “B” range essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A “C” range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A “D” range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An “F” essay does not fulfill the requirements of the assignment.

Note: More specific rubrics related to the course assignments are posted on Canvas.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Spring 2023 Course Schedule

All homework is due at 11:59pm on Mondays and Wednesdays

before class meetings on Tuesdays and Thursdays.

Dates	Assignments Due
Week 1	Welcome to Spring Semester!
Week 2	College Expectations. Habits of Mind.
Week 3	Success, Well-being and Mindfulness. Metacognition and Learning.
Week 4	Reading and Writing in College.
Week 5	Writing a Personal Essay. Features and Tools.
Week 6	Brainstorming and Sketching PE

Week 7	Drafting and Revising PE
Week 8	Recasting and Presenting
Week 9	Writing a Profile. Interviewing.
Week 10	Spring Break
Week 11	Profile Framing and Features
Week 12	Drafting & Revising Profile Essay
Week 13	Finalizing Profile Infographic
Week 14	Profile Infographics
Week 15	Course Portfolio and Reflection
Week 16	Portfolio due
Week 17	Finals week